|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Equity** | **PBIS** | **ELs** | **Economic Benefits** | **Students in Poverty** |
| **ORTIi Components** | **Evidence-Based Strategies to Close the Academic Achievement Gap** | ODE Ed. Equity Unit[[1]](#footnote-1) | pbis.org[[2]](#footnote-2) | IES ELL Practice Guides ‘07 & ‘14[[3]](#footnote-3) | NLP and CREDE, 2006[[4]](#footnote-4) | American Inst. for Research, 2012[[5]](#footnote-5) | National Academies Sciences…(2017)8 | Center for American Progress 2014[[6]](#footnote-6) | Edvantia 2012[[7]](#footnote-7) |
| CULTURE | High Expectations/Standards |  | X |  |  | X |  |  | X |
| Parent and Community Engagement | X |  |  |  |  |  |  |  |
| LEADERSHIP | Strong Leaders | X |  |  |  | X |  |  | X |
| TEAMING/DBDM | Data Based Decision Making (DBDM) | X | X |  |  | X |  |  |  |
| PROFESSIONAL LEARNING  | Professional Development/Teacher Feedback | X |  |  |  |  |  | X |  |
| CORE | Explicit Instruction of 5 big ideas of reading |  |  | X | X |  | X |  |  |
| High Quality Teachers/Effective Instruction | X | X |  |  | X | X | X | X |
| Sheltered Instruction |  |  | X | X |  |  |  |  |
| Effective, predictable classroom management routines/Strong Relationships/PBIS |  | X |  | X |  |  |  | X |
| Intensive Vocabulary Instruction |  |  | X |  |  |  |  |  |
| Develop Academic English |  |  | X | X | X | X |  |  |
| Integrate oral and written English Language instruction into content area teaching |  |  | X | X |  |  |  |  |
| Regular opportunities to develop written language skills |  |  | X |  |  |  |  |  |
| UNIVERSAL SCREENING | Universal Screening | X |  | X |  |  | X |  |  |
| INTERVENTIONS | Interventions/Increased Learning Time | X |  | X | X |  | X | X |  |
| PROGRESS MONITORING | Progress Monitoring |  |  | X |  |  | X |  | X |

**Recommended Evidence-Based Strategies for Closing the Achievement Gap (Updated: March, 2019)**

1. Oregon Department of Education, Education Equity Unit, *7 Keys to Success – Closing the Achievement Gap*. http://www.ode.state.or.us/search/results/?id=187 [↑](#footnote-ref-1)
2. McIntosh, et. Al. 2014. *Recommendations for Addressing Discipline Disproportionality in Education*. https://www.pbis.org/school/equity-pbis/recommendations [↑](#footnote-ref-2)
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse [↑](#footnote-ref-3)
4. August, D. and Shanahan, T., Eds. 2006. *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, Mahwah, NJ: Lawrence Eribaum. & Center for Research on Education, Diversity, and Excellence (CREDE) report: Genesee, F., Lindholm-Leary, K., Saunders, W., and Christian, D. 2006. *Educating English Language Learners,* New York: Cambridge University Press. [↑](#footnote-ref-4)
5. August, D., Estrada, J, and Boyle, A. 2012. *Supporting English Language Learners, A Pocket Guide for State and District Leaders,* Washington DC: American Institute for Research. [↑](#footnote-ref-5)
6. Lynch, Robert G., and Oakford, Patrick, 2014. *The Economic Benefits of Closing Educational Achievement Gaps,* Washington DC: Center for American Progress [↑](#footnote-ref-6)
7. Stone, Z., Barron, K., and Finch, N., 2012. *Effective and Promising Practices for Closing Achievement Gaps,* Nashville: Appalachia Regional Comprehensive Center at Edvantia

8 Takanishi, R. and Le Menestrel, S, Eds, 2017. Promoting the Educational Success of Children and Youth Learning English: Promising Futures, National Academies of Sciences, Engineering & Medicine. [↑](#footnote-ref-7)